

# Longden Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Longden Elementary School
<b>Street</b>	9501 Wendon St.
<b>City, State, Zip</b>	Temple City, CA 91780
<b>Phone Number</b>	(626) 548-5068
<b>Principal</b>	Kyle Bender
<b>Email Address</b>	kbender@tcusd.net
<b>School Website</b>	<a href="https://longden.tcusd.net">https://longden.tcusd.net</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	19 65052 6022958

## 2024-25 District Contact Information

<b>District Name</b>	Temple City Unified School District
<b>Phone Number</b>	(626) 548-5000
<b>Superintendent</b>	Dr. Art Cunha
<b>Email Address</b>	acunha@tcusd.net
<b>District Website</b>	<a href="http://www.tcusd.net">www.tcusd.net</a>

## 2024-25 School Description and Mission Statement

The mission of Longden Elementary School is to provide students with the knowledge, skills and attitude to enable them to become responsible and productive contributors to the community. The Longden School will empower students to become critical thinkers and problem solvers through rigorous content, engaging teaching strategies and meaningful activities. Students learn to effectively communicate with others, also using technology to access and enhance their learning. The staff at Longden School will create a supportive, nurturing and safe environment where students are encouraged to achieve goals, build positive relationships and to gain the necessary skills to pursue their dreams.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	140
Grade 1	116
Grade 2	128
Grade 3	138
Grade 4	124
Grade 5	136
Grade 6	135
Total Enrollment	917

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
Asian	65.2
Black or African American	1.3
Filipino	1.6
Hispanic or Latino	22.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	4.8
White	3.3
English Learners	33.6
Foster Youth	0.3
Homeless	0.7
Socioeconomically Disadvantaged	48
Students with Disabilities	8.6

## A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	37.40	94.94	209.40	92.85	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	2.53	5.90	2.63	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.60	1.63	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.00	2.53	6.40	2.88	18854.30	6.86
<b>Total Teaching Positions</b>	39.40	100.00	225.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.40	96.82	213.00	92.43	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.60	1.13	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.90	3.02	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.00	3.18	7.80	3.42	15831.90	5.67
<b>Total Teaching Positions</b>	31.40	100.00	230.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35.00	97.22	203.40	93.26	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	2.78	4.50	2.09	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	5.00	2.31	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	5.10	2.34	14303.80	5.15
<b>Total Teaching Positions</b>	36.00	100.00	218.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	1.00	0.00	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.00	0.00	1

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.50	0	2.7
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

A representative group of teachers and administrators reviews instructional materials. The committee meets for a detailed comprehensive analysis of materials from publishers. The materials must meet a pre-established criteria based on an instructional materials evaluation tool. They are as follows:

1. Compliance with Board Policy and Administrative Regulations
2. California standards alignment
3. Focus on coherence within a grade and across grade levels
4. Rigor and balance
5. Access for all students
6. Assessments for progress monitoring and in support of the California assessments
7. Support for English language learners
8. Support for special populations

In addition to the items delineated above, the committee considers digital resources for staff, students and parents to support learning in varied environments. The committee reaches a consensus, and the Board of Education makes the final decision on the chosen textbooks upon reviewing the committee's recommendation. Textbooks were chosen using state-approved lists, and the content fit within the curriculum frameworks adopted by the State Board of Education. Canvas was adopted by the District as a Learning Management System to help with synchronous and asynchronous instruction.

Year and month in which the data were collected

2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders, McGraw Hill (K-6)	Yes	
<b>Mathematics</b>	Math Expressions, Houghton Mifflin Harcourt (K-5) Mathematics: Course 1: Numbers to Algebra, Holt (6) 2008	Yes	
<b>Science</b>	TWIG (TK-5) 2023 Lab Aides (6) 2023	Yes	
<b>History-Social Science</b>	My World, Houghton Mifflin (K) 2006 School and Family, Houghton Mifflin (1) 2006 Neighborhoods, Houghton Mifflin (2) 2006 Communities, Houghton Mifflin (3) 2006 California Studies, Houghton Mifflin (4) 2006 United States History: Early Years, Houghton Mifflin (5) 2006 World History: Ancient Civilizations, Holt (6) 2006	Yes	

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Longden Elementary school was built in 1950. There are 45 classrooms on campus, nine of which are considered portable. In addition to classrooms, Longden includes a media center/library, an Innovation lab, a multipurpose room, two large athletic fields and a baseball field. The Longden campus is in exemplary condition, as reported on the 2023 FIT Report. There are sufficient classroom, playground, and staff spaces to support teaching and learning.

Longden's campus is maintained, and school safety is ensured by a district maintenance crew of 10 and by a site custodial crew of 4.5 full-time equivalent staff members. The site custodial team initially addresses facilities issues and repairs. Other projects are completed by the district maintenance crew on a prioritized work-order system.

Year and month of the most recent FIT report

January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	65	65	70	70	46	47
<b>Mathematics</b> (grades 3-8 and 11)	64	63	65	65	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus



the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	542	525	96.86	3.14	64.57
Female	253	243	96.05	3.95	68.72
Male	289	282	97.58	2.42	60.99
American Indian or Alaska Native	0	0	0	0	0
Asian	369	353	95.66	4.34	70.54
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	109	108	99.08	0.92	44.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	78.57
White	18	18	100.00	0.00	55.56
English Learners	124	108	87.10	12.90	17.59
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	252	243	96.43	3.57	48.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	50	98.04	1.96	30.00

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	543	542	99.82	0.18	62.92
<b>Female</b>	253	252	99.60	0.40	61.90
<b>Male</b>	290	290	100.00	0.00	63.79
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	369	369	100.00	0.00	75.07
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	110	109	99.09	0.91	27.52
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	28	100.00	0.00	64.29
<b>White</b>	18	18	100.00	0.00	55.56
<b>English Learners</b>	125	125	100.00	0.00	36.80
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	252	252	100.00	0.00	48.41
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	52	51	98.08	1.92	29.41

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	51.94	56.39	54.57	51.82	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	134	100.00	0.00	56.72
Female	63	63	100.00	0.00	61.90
Male	71	71	100.00	0.00	52.11
American Indian or Alaska Native	0	0	0	0	0
Asian	93	93	100.00	0.00	65.59
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	59	100.00	0.00	47.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Longden parents are encouraged to participate and offer input on school events and programs. We have our primary volunteer group which is the Longden PTA. We also feature a School Site Council (SSC) and an English Learner Advisory Council (ELAC). Longden PTA, during the 2022-23 school year, has donated their valuable time to improve Longden school. Our volunteers normally work in classrooms, in the library and on special projects at home. Teachers normally welcome the additional classroom support and appreciate the expertise our parents are able to share. There are also many opportunities to volunteer at school-wide events such as our Back to School BBQ, Book Fair, Family Movie Night, and fundraisers throughout the year. Longden is fortunate to have parents and community members who are dedicated to helping our students thrive. With parents finally allowed back on campus, events such as Back-To-School night, Open House, Spirit Assemblies, our annual Holiday Program, Coffee with the Principal, and Lunch on the Lawn are well attended and enjoyed by everyone in the school community.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	960	944	86	9.1
Female	457	446	40	9.0
Male	503	498	46	9.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	627	619	14	2.3
Black or African American	13	13	2	15.4
Filipino	15	15	2	13.3
Hispanic or Latino	221	214	57	26.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	45	44	4	9.1
White	31	31	4	12.9
English Learners	336	328	16	4.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	470	461	67	14.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	96	93	17	18.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.12	0.43	0.52	0.84	1.49	1.41	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.02	0.17	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.52	0.00
Female	0.00	0.00
Male	0.99	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.48	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.22	0.00
White	0.00	0.00
English Learners	0.30	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.08	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

In accordance with Senate Bill 187 and Education Code 35294.6, Longden School has adopted a Comprehensive School Safety Plan. This plan will remain in effect through the school year, is reviewed annually and is available for public view in the school office. Key elements and goals of the Comprehensive School Safety Plan are:

## 2024-25 School Safety Plan

- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school-related activities.
- Longden is a closed campus that uses Raptor, a management system, to monitor visitors and log volunteer hours as people check in and out through the office.
- District programs and approved community resources are made available to students and parents.
- Schools provide an educational environment where students, parents, staff and community members shall effectively communicate in a manner that is respectful to all cultural, racial and religious backgrounds.

The school safety plan was last reviewed, updated and discussed with the School Site Council (SSC) in October 2023. Over the past 2 years, the plan was amended and reviewed to include safety measures as it relates to COVID protocols and safer at home orders. These updates were reviewed with staff and are in alignment with district and county COVID safety guidelines.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	2	
1	26	1	2	1
2	20	3	2	
3	22		5	
4	25		4	
5	32		3	
6	29		4	
Other	7	1		



## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	
1	32		3	2
2	21	1	5	
3	23		5	
4	32		3	
5	33		1	
6	30		4	
Other	9	1		

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	23		5	
2	21		6	
3	23		6	
4	31		4	
5	34			3
6	32		3	
Other	6	2		

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	458.5

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.8

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,652	\$1,554	\$6,098	\$88,652
District	N/A	N/A	\$8,630	\$105,185
Percent Difference - School Site and District	N/A	N/A	-34.4	-17.1
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-55.4	1.1

## Fiscal Year 2023-24 Types of Services Funded

Types of services funded include categorical and other special programs, e.g., special education, counseling, Instructional Resource Centers, psychology, child welfare and attendance, Limited English Proficient (LEP) services, and before/after-school intervention programs for mathematics, language arts and English Language learners.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$54,523	\$54,930
<b>Mid-Range Teacher Salary</b>	\$100,134	\$85,386
<b>Highest Teacher Salary</b>	\$122,724	\$111,172
<b>Average Principal Salary (Elementary)</b>	\$147,301	\$136,564
<b>Average Principal Salary (Middle)</b>	\$155,700	\$141,339
<b>Average Principal Salary (High)</b>	\$173,679	\$153,241
<b>Superintendent Salary</b>	\$261,000	\$224,537
<b>Percent of Budget for Teacher Salaries</b>	33.14	28.69
<b>Percent of Budget for Administrative Salaries</b>	5.87	5.55

## Professional Development

Throughout the year, the school provides teachers with numerous opportunities to participate in staff development activities to improve and maintain their professional skills. The district offers three pupil-free days for professional development each year. The days are devoted to deepening understanding of standards, curriculum and pedagogical strategies across content areas.

Teachers also receive training during modified Wednesday meetings and scheduled training sessions. Engagement strategies, designing lessons with an art-integrated lens, and educational technology tools are some areas the school continues to emphasize for each grade level. School Site Council also sets aside categorical monies to provide funds for all teachers to attend conferences, workshops and symposiums of their choice to further their learning in order to make a greater impact on classroom practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	